

# **Follow-up Report to the Missouri Completion Academy**

September 11, 2014



St. Louis  
Community  
College

EXPANDING MINDS • CHANGING LIVES

# Completion Strategies

- **Academic Maps**
- **Goal:** create a “Recommended Academic Plan” (RAP) for every degree and certificate we offer.
- **Each “RAP”:** a suggested semester-by-semester course plan for students to utilize when making class choices.

# Admin, Staff, Faculty Engagement

- **Made decision** to begin the RAP project
- Academic deans and advisors from across all campuses came together to create a **template** for the STLCC RAPs.
- The committee **looked at academic plans** from other community colleges nationwide as well as plan formats from 4-year institutions.

# The process

- Distributed the new STLCC RAP template to faculty (chairs/program coordinators) in every department to begin **the process of “filling in” the template** with courses, prereq, and other important information.
- The RAPs were proofed by at least three people before being finalized; even so, many errors managed to slip through. **Revision is an ongoing struggle.**

- RAPs are **posted to the program pages** on the Internet for faculty, staff, and student use.
- **Administration has been supportive** of the project.

# Challenges: A big task

- **Faculty buy-in:** idea of a recommended academic plan for students to follow when choosing classes.
- **Faculty completion:** turning in the completed RAPs by the deadlines.
- **Faculty agreement:** course sequencing for the General Transfer Degree.
- **Lack of awareness of program requirements**

# Challenges

- **Outdated courses** listed as part of their program (e.g. Chemistry course listed that hasn't been offered in 5 years.)
- **Schedules impossible to follow:**
  - groups of courses presented in one semester that are never offered in the same semester
  - offerings during different semesters at different campuses
  - unaware of prerequisites or placement information

# Challenges

- **Advisor buy in**
  - Letting go of checklists
  - Getting used to something new
  - Frustration with the typos and errors in early drafts
  - Consistency across degrees/programs



# Challenges

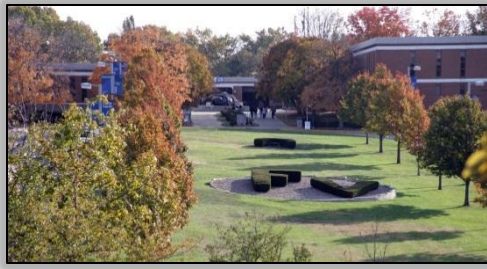
- After RAPs were initially developed, wording and formatting preferences were changed
- This required **revision** of each RAP – a very laborious and time-intensive process

# Solutions

- **Working closely with Advising**
- **Careful checking and revision**
- **Checklists were added to the RAPs**

# Lessons learned

- **Something to address:** this was a very laborious process and mostly “hand made.”
- **Something to investigate:** a more systematic/automated way to use Banner to fill in a template



# Lessons learned



- **One set may not work:** Programs that are offered on more than one campus may not offer courses in the same sequence; the goal of having “one set” may not work in these circumstances.



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# Issues yet to be resolved

- Who will be responsible for **updating** the RAPs as program requirements change and/or curriculum changes?
- At what point will a RAP be **considered “final”** and be formatted according to the marketing standards for the college?